DOCUMENT RESUME

ED 345 747 IR 054 055

TITLE	Dealing with Selection and Censorship. A Brief Handbook for Wisconsin Schools. Bulletin No. 92152.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
PUB DATE	91
NOTE	37p.
AVAILABLE FROM	Bureau for Instructional Media and Technology, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Information; *Censorship; Elementary Secondary Education; *Instructional Materials; *Intellectual Freedom; Learning Resources Centers; *Library Collection Development; *Library Material Selection; *Policy
IDENTIFIERS	*Wisconsin

ABSTRACT

This document focuses on intellectual freedom as it relates to school library media centers and instructional materials. Its purpose is to help school districts develop and adopt necessary policies that will build a solid foundation for intellectual freedom as part of the school climate, devise procedures that should be followed when an expression of concern or a complaint occurs, and provide sources of assistance. Introductory materials include a glossary of intellectual freedom terms which was adopted by the Intellectual Freedom Committee of the American Library Association. Section Two provides two statements developed by the Wisconsin Department of Public Instruction (DPI) that are particularly appropriate to intellectual freedom as well as summaries of the following school philosophies and procedures: materials selection policy, inservice training, communication and public information policies, materials reconsideration procedures, and procedures for teachers to handle complaints about classroom materials. Section Three is a selected annotated bibliography of materials discussing issues of intellectual freedom. Section Four presents the Wisconsin statutes that reflect the philosophy of freedom and equity in education. A series of intellectual freedom statements and interpretations of the Library Bill of Rights are provided in Section Five. Concluding the report is an annotated list of state agencies, state associations, and national associations to contact for assistance with an intellectual freedom issue. (MAB)

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Dealing with Selection and Censorship

A Brief Handbook for Wisconsin Schools

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Dealing with Selection and Censorship: A Brief Handbook for Wisconsin Schools

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Bulletin No. 92152

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Acknowledgments

The following individuals served as an advisory committee to define the scope of this publication. They also made contributions to the text and reviewed an early draft of the manuscript. Their recommendations, discussion, and review are gratefully acknowledged.

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Thanks also to the following Department of Public Instruction staff who assisted with production: Michele Gale-Sinex, copy and format editor; Victoria Rettenmund, graphic designer; and Lisa Isgitt, proofreader.

Introduction 1

The education of young people in the public schools of a democratic society requires access to a wide range of resources, both print and nonprint. In Wisconsin this need is written into a state statute that requires that materials represent the "cultural diversity and pluralistic nature of American society" (section 121.02(1)(h), Wis. Stats.). The professional responsibility of selecting library media center and classroom materials to fill this need is not an easy one. Even the most carefully and thoughtfully chosen material can be subject to inquiry. This document is intended to provide information and resources that will help educators with this difficult task of selection as well as assist them when there are challenges to materials.

This document focuses on intellectual freedom as it relates to school library media centers and instructional materials. Its purpose is to help school districts develop and adopt necessary policies that will build a solid foundation for intellectual freedom as part of the school climate, devise procedures that should be followed when an expression of concern or a complaint occurs, and provide sources of assistance.

To make communication about intellectual freedom more consistent, the Intellectual Freedom Committee of the American Library Association adopted an Intellectual Freedom Glossary. These terms will be used throughout this document.

ALA Intellectual Freedom Glossary

Expression of Concern

An inquiry that has judgmental overtones.

Oral Complaint

An oral challenge to the presence and/or appropriateness of the material in question.

Written Complaint

A formal, written complaint filed with the institution—library, school, etc.—challenging the presence and/or appropriateness of specific material.

Public Attack

A publicly disseminated statement challenging the value of the material, presented to the media and/or others outside the institutional organization in order to gain support for further action.

Censorship

A change in the access status of material made by a governing authority or its representatives. Such changes include exclusion, restriction, removal, or age and grade level changes when the intent is to restrict access.

This glossary was adopted by the Intellectual Freedom Committee of the American Library Association in 1987.

School District Policies and Procedures 2

Philosophical Base

Good policies and procedures are based upon philosophical positions that can be clearly articulated. Policies and procedures which deal with materials selection and reconsideration are grounded in the Bill of Rights and the belief that public education should provide an atmosphere rich in resources where open discussion and exploration of ideas can occur. Many national organizations have developed statements which speak to this. The Wisconsin Department of Public Instruction has also included similar statements in various publications. Two such statements, particularly appropriate to intellectual freedom, are from the DPI language arts and social studies curriculum guides.

Educational Freedom and the Public Schools

In a democratic society, the people must be free to seek information, to cooperate and work with others, to debate issues, to reach independent judgments, and to express their values and ideas in clear and rational ways. While the Bill of Rights guarantees the freedoms necessary to such active involvement by citizens, no law can directly foster the competencies of free thought and action. Only education can fill that need.

"Educational Freedom and the Public Schools" is adapted from *A Guide to Curriculum Planning in English/Language Arts*, Wisconsin DPI, 1986.

One of the major responsibilities of the public schools in a democracy, therefore, is to provide opportunities for students to practice and develop competence in language arts skills as they relate to democratic participation. This competence includes

- the ability to gather written, visual, and oral information.
- the abilities to express and to understand diverse viewpoints.
- the ability to reach fair and reasonable judgments.
- the ability to express cultural, personal, and aesthetic values and ideas.

For students to develop these abilities, many people play a role.

Parents must

- take an active interest in the learning of their children.
- balance their concerns for their own children's education with the right of other parents' children to receive a wide range of appropriate learning experiences.

Teachers must

- provide appropriate and balanced information and ideas.
- provide guidance to students as they seek resources for their learning.
- teach the skills of analysis, synthesis, evaluation, and application.
- provide opportunities for thought, discussion, and expression.
- foster independent thinking.

Teachers, librarians, and school officials must

- be free to select materials appropriate for their students' levels and to the schools' curriculums.
- encourage students to identify appropriate and varied sources of knowledge.

Students must

- be free to inquire and to express their judgments.
- be free to express themselves intellectually, aesthetically, and personally.
- learn to respect views that differ from their own.
- be aware of the responsibilities as well as the rights of citizenship.

Public classrooms are forums for ideas and inquiry and for artistic and intellectual expression. As such, they must be places free of undue pressures for a single-minded orthodoxy.

Equity and Education

"Equity and Education" is adapted from *A Guide to Curriculum Planning in Social Studies*, Wisconsin DPI, 1986.

The state and the nation recognize the differences in the experiences of women and of men, of all races, colors, ethnic groups, and of people of varied physical and mental abilities. These factors often result in the sorting, grouping, and tracking of minority, female, and disabled students in stereotyped patterns that prevent them from exploring all options and opportunities according to their individual talents and interests. The cost of bias to academic achievement, psychological and physical development, careers and family relationships is significant. Each student should have the opportunity to observe his or her own place in the curriculum, to grow and develop, and to attain identity.

To that end, the Department of Public Instruction recommends the inclusion of all groups in the curriculum and in teaching and library media materials. We urge Wisconsin school districts to actively value all persons by including the contributions, images, and experiences of all groups in curricular objectives, classroom activities, and library media and instructional materials. The following list describes behaviors or habits that can endanger equity.

Invisibility: under-representation of certain groups, which leads to the implication that these groups are of less value, importance, and significance.

Stereotyping: assigning only traditional and rigid roles or attributes to a group, thus limiting the abilities and potential of that group; denying students a knowledge of the diversity, complexity, and variations of any group of individuals.

Imbalance/selectivity: presenting only one interpretation of an issue, situation, or group; distorting reality and ignoring complex and differing viewpoints through selective presentation of materials.

Unreality: presenting an unrealistic portrayal of our history and our contemporary life experience.

Fragmentation/isolation: separating issues related to minorities and women from the main body of the text.

Linguistic bias: excluding role and importance of females by constant use of the generic "he" and sex-biased words.

Materials Selection Policy

All Wisconsin school districts are required to have school board-approved selection policies. Section 118.13 of the Wisconsin Statutes prohibits pupil discrimination and is intended to ensure equal treatment for all students. The Wisconsin Administrative Code, Chapter PI 9, which implements this statute, specifies that the school board must have a policy that addresses instructional and library media materials. "Each board shall develop policies prohibiting discrimination against pupils. The policies shall include the following areas: ... (e) an instructional and library media materials selection policy consistent with s. 121.02(1)(h),Wis. Stats., and s. PI 8.01(2)(h), Wis. Adm. Code. In addition, Standard (h), s. 121.02(1), requires that "The school board shall (h) Provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society." The complete statutes and administrative rules are provided in Appendix B of this document.

Taken together, these two statutes and their accompanying administrative codes direct school districts to develop selection policies to provide the criteria for selecting instructional materials, texts, and library materials. Establishing these policies is the first step in solving intellectual freedom issues. It is noteworthy that both statutes stipulate that policy statements must include all instructional materials, not just library materials. The Department of Public Instruction urges school districts to include textbooks, library materials (both print and nonprint), and supplementary instructional materials in one comprehensive policy. Districts that are creating human growth and development curriculum must take into consideration a specific process as outlined in 118.019, Wis. Stats. The same intellectual freedom principles apply to all materials; the specific policy subsections should provide criteria and procedures appropriate to various types of materials.

Furthermore, to be in compliance with the pupil nondiscrimination statute every selection policy must contain language prohibiting discrimination. The following statement would meet this requirement:

> The School District shall not discriminate in the selection and evaluation of instructional and library materials on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Each school district should select a committee consisting of teachers, library media specialists, administrators, parents and/or other community members and possibly students to develop the selection policy. The committee might also have school board representation because coordination with the school board early in the process will be helpful when the policy is presented to the board for adoption.

Although each school district must tailor its policy to its particular needs, the outline from *Censorship and Selection; Issues and Answers for Schools* (see page 6) is a good model. Chapter 4, "Establishing Selection Policies," is excellent background reading for any committee beginning to write such a policy.

Additional information for policy committees can be found in the items listed in Appendix A of this document, "Selected Bibliography."

The Department of Public Instruction's Bureau for Instructional Media and Technology also has a packet of selection policies from Wisconsin school districts that can be borrowed. In addition to establishing a policy, districts should establish regular intervals of policy review and make copies readily available so staff can locate them easily.

Every selection policy should include a section outlining procedures to follow in reconsidering materials about which there is a complaint. The reconsideration policy should clearly state the specific steps to be taken when an expression of concern, an oral complaint, or a written complaint occurs. It should also state that the procedures are to be used in all cases, even if the complaint originates with a staff member. One of the most important steps in the reconsideration of materials is the appointment or activation of a reconsideration committee. The policy should specify how and by whom such a committee is appointed, who or what groups are to be on it, who chairs it, and what its responsibilities are. It should be made clear in the policy that the committee should listen to those who wish to speak to the issue and

Materials Selection Policy and Procedures

Part 1: Selection of Materials

I. **Statement of Policy**
II. **Selection Objectives**
III. **Responsibility for Selection**
   A. Delegation of Responsibility to Professional Staff
   B. Responsibility for Library/Media Center Selection
   C. Responsibility for Textbook Selection
   D. Responsibility for Selection of Supplementary Classroom Materials
IV. **Selection Criteria**
   A. General Criteria
   B. Specific Criteria: Library Materials
   C. Specific Criteria: Classroom Materials
V. **Policy on Controversial Materials**
   A. General Statement
   B. Library Bill of Rights

Part 2: Selection Procedures

I. **Procedures for Policy Implementation**
   A. Selection Aids
   B. Recommendation Procedures
   C. Gifts
   D. Special Concerns
II. **Evaluation and Review of Existing Materials**
III. **Procedures for Dealing with Challenges**
   A. Request for Informal Review
   B. Request for Formal Review
   C. The Reconsideration Committee
   D. Resolution and Appeal

This outline is taken from Reichman, *Censorship and Selection; Issues and Answers for Schools* (Chicago, 1988), p. 50.

then carry out its own deliberations and make formal recommendations in an orderly open meeting. The reconsideration section should

- be specific about what steps are to be taken whenever an expression of concern or a complaint, whether oral or written, occurs.
- provide a form for those who wish to file a written complaint. State that the form must be completed before the process can proceed.
- specify that while material is under reconsideration it will remain available to students and staff as it has always been.
- make it clear that material is not removed unilaterally by any one person.
- be specific about what procedure is to be taken if a decision is to be appealed.

Inservice Training

It is very important that, following adoption of the selection policy, all library media specialists, teachers, administrators, and support staff receive inservice training in material selection and reconsideration. Library media specialists should provide leadership for this training, as well as ongoing familiarity with intellectual freedom issues. The district coordinator for library media services should maintain and be familiar with a collection of resources similar to those in Appendix A. Invitations to this training should also be sent to school board and interested community members. Part of the training should focus on reconsideration policies and procedures. These principles should be emphasized:

- All library media specialists in the district should have a copy of the policy on file in the library office. They should reread the policy annually and make regular suggestions for necessary revisions.
- Community members, particularly parents, have a right to question materials; all expressions of concern or complaints should therefore be handled in a neutral, consistent, respectful manner.
- School district administrators, faculty and other staff also have a right to question materials and should expect that the reconsideration process will apply to them as well.
- The established policy and procedure should always be followed, no matter who is complaining or who is receiving the complaint.

Many of the resources listed in Appendix A of this document include examples of reconsideration policies and/or reconsideration request forms.

Communication and Public Information

One of the keys to meeting the challenge of the prospective censor is to maintain active communication within the environs of the school, and an ongoing public information program through the parents network, and in the community at large. This communication effort must not be taken lightly. The better informed all parties are regarding intellectual freedom principles, district policies, and selection procedures, the less likely it is that schools will find it necessary to mount a defense of materials.

Following these suggestions will insure good communication:

- The school principal is the instructional leader of the building and should be involved in determining appropriate selection and reconsideration policies. Once these are adopted by the school board, he or she

must be familiar with them and keep them within easy reach.

- On a regular basis library media specialists, teachers, and administrators should promote the library media program, not only within the school, but also to parents and the general community. To accomplish this task successfully, a library media program should be developed of which the school and community can be proud. Remember, the trust and respect of the community is earned, not automatically granted.
- Library media specialists should meet and become acquainted with the editor or education editor of the local newspaper. This may be accomplished by a personal visit or phone call, followed by appropriate news releases or other contacts. Remember to also make contact with the local radio and/or television station. Media persons should be invited to special events at the school.
- The materials selection process should be shared with parents and other interested parties. Don't make the process a mysterious secret. Aside from articles in newspapers and general school communications, consider a program for parents, students, and others to define the process and answer questions.
- Teachers should be involved in the selection process. Teacher support is at least as important as that of the community.
- The library media specialist should take responsibility to review the approved selection and reconsideration process periodically with administrators, teachers, and school board members.

Reconsideration Procedure

Regardless of how carefully material is selected, some members of the community or employees of the school district may express concern or register a complaint about selected materials. During this process remember that, while parents have the right to judge whether material is acceptable for their own children, they do not have the right to restrict the access of other children to library or instructional materials. If an expression of concern or an oral or written complaint is made to a school board member, administrator, or teacher, that person should direct the individual to the appropriate professional and not attempt to assume sole responsibility for reconsideration.

It is important that the approved steps written into the reconsideration policy be followed. The steps are set up to be followed in sequence when they are needed. Unnecessary confusion or delay can result when the steps are not followed.

When an expression of concern or a complaint occurs,

- the person expressing concern should be treated with respect. The public has the right to request that material be reviewed. Inquiries should not be taken personally; reactions should not be defensive.
- the principal should be informed immediately of the initial question and be kept informed of any further developments that may occur. This is an opportunity to reacquaint the principal with the written and approved policy of the district.
- school personnel should behave in an objective, consistent manner and always, with no exceptions, follow the predetermined reconsideration policy.
- material being questioned should remain in normal use until a final decision has been made, based on the approved reconsideration policy.

• resources such as the Cooperative Children's Book Center, described in Appendix D, should be contacted immediately so that reviews and information pertinent to the questioned material can be gathered together. Do not wait until there is a written complaint.
• accurate information from the school perspective should be provided through proper school channels (such as the public relations officer or district administrator) if the inquiry reaches the press.
• complaints originating within the school (from teachers, students, administrators, media specialists, and others) should be dealt with in accordance with the school's written and approved policy for selection and reconsideration of materials in the same manner as complaints originating outside the school.

Complaints about Classroom Materials: Procedures for Teachers

Complaints about classroom materials should be covered by the procedures outlined above. However, teachers may find the following additional procedures helpful in dealing with complaints about materials selected for individual classes.

All teachers must make daily decisions about curricular goals and objectives, materials, methods of instruction, and evaluation, choosing from increasingly broad and varied alternatives in order to serve a student population that is increasingly diverse, both linguistically and culturally. Teachers must make these decisions in a context that considers students' needs, the district's goals, ethical standards, and current developments in education. But because there is constant growth in our understanding of children, of how to teach effectively, and of the society's needs, there will always be the need to articulate our professional decisions and to discuss and debate contemporary educational practice.

Education in a democratic society with many and sometimes competing goals and objectives should always be open to debate. Sometimes the debate turns into attempts to censor school practice. The following guidelines can help when this occurs.
• When a parent, other community member, or school district person asks for a justification for some assignment or material, assume that the person simply wants to know what is going on. Always treat the question fairly and remember that the person asking the question is unlikely to have had the same workshop, methods course, or to have read the curriculum that provided the stimulus to include the material in question. Do not assume a common frame of reference. Be very thorough in the oral or written response.
• When you receive a formal letter from a representative of a group or read about a public concern with your curriculum, consult with your principal, who should in turn work within the appropriate school guidelines as discussed above. You should also inform your educational association or union representative.
• When a school board member or an administrator complains orally or in writing about your program or the material you use in a way that appears to question your committee's or your own professional judgment, inform your educational association or union representative.

- When an oral or written complaint occurs, consider contacting your local or state content area affiliate representative and the appropriate consultant at your nearby university and at the Wisconsin Department of Public Instruction. This action benefits both you and the profession. These people can provide direct help or references to other appropriate groups that might assist. Your contact also alerts them to potential problems for your colleagues in other districts or allows them to better understand a pattern that may be developing across the state. At the same time your union or association representative should have directly contacted a mid-level service unit of the association or union or the state organization for assistance.
- At the same time, your colleagues and you should begin to gather all of the information that can be related to the material or technique under question, anticipating that at the least you will need to present this material to an administrator and, more likely, to the reconsideration committee. Such material should contain copies of the particular goals and objectives that the material or activity is related to: a description of the material or activity that may be contained in the school's written curriculum, professional references that recommend and/or review the material or activity positively, and, if possible, testimonials from experts who know the curriculum. Be particularly careful to include references to the written school curriculum that has been approved by the school board and district administrators since the questioned materials or practices should be related to the goals and objectives in the written curriculum. If you locate negative reviews of the material, include them with your own counterstatements as to why the material is appropriate for use in your classes.
- Stay informed about the current issues related to censorship by reading the American Library Association's *Newsletter on Intellectual Freedom*, attending to the work of your national subject area organization, the work of your state affiliate's committee against censorship, and the work of the many national and state coalitions and organizations working to promote the freedom of students to read and to learn and teachers to teach.

Conclusion

Regardless of the origin of a complaint, it is especially important that the committee appointed to deal with complaints be prepared by its chair with adequate background information, including the district selection policy, background information and reviews of the challenged item, and ample opportunity to read, view, or listen to the entire item under reconsideration.

A school district that follows a positive program of articulating a philosophy of intellectual freedom, translating that philosophy into policies and procedures and practicing good public relations and inservice will be well prepared to handle expressions of concern and complaints when they occur.

The following appendixes provide some background information as well as sources of assistance in the development of policies and procedures and the handling of complaints.

Appendix A: Selected Bibliography 3

"Academic Freedom and the Social Studies Teacher." *Social Education.* January 1991, pp. 13-15.

This position statement of the National Council for the Social Studies was approved by the NCSS Board of Directors in 1969. It articulates the basis of intellectual freedom in a democratic society, rationale for the study of controversial issues, and the rights and responsibilities of teachers.

American Library Association. *Intellectual Freedom Manual.* 3rd ed. Chicago: American Library Association. Office of Intellectual Freedom, 1989. (ISBN: 0-8389-3368-8)

Contains a brief history of the library profession's view of intellectual freedom, official American Library Association intellectual freedom position statements and interpretations. Gives a brief overview of related laws. Also includes specific suggestions for preventive steps, handling complaints, and promoting intellectual freedom. The fouth edition of this publication will soon be available.

American Library Association. "Workbook for Selection Policy Writing." Chicago: Office for Intellectual Freedom, American Library Association.

Gives an example of all the elements that should be included in a school district selection policy. Includes procedures for reconsideration.

American Library Association. *You Are Not Alone: Intellectual Freedom Issues and Library Services to Youth.* Chicago: American Library Association, 1986.

A packet of materials that includes intellectual freedom statements, examples of strategies for communication, definitions of terms, and several articles discussing censorship. Also includes bibliographies and references to helpful organizations.

Block, Heidi J. "Objection to ideas doesn't justify removal of books from library." *Education Forward.* October 1988, pp. 16-17.

Reviews recent challenges to school library materials and the resultant legal decisions. Emphasizes the ultimate responsibility of school boards for handling challenges and the principle that materials cannot be removed simply because the ideas expressed in them are unpopular or disliked.

Bosmajian, Haig A., ed. *The Freedom to Read.* New York: Neal-Schuman Publishers, 1987. (ISBN: 1-55570-001-2)

A collection of 25 court decisions involving challenges to books or audiovisual materials used in schools. Most cases deal with use as part of classroom instruction.

Buress, Lee, and Edward B. Jenkinson, eds. *The Students' Right to Know*. Urbana, IL: National Council of Teachers of English, 1982. (ISBN: 0-8141-4803-4)

Sets forth the basis for intellectual freedom in public schools, reasons for censorship attempts and methods of dealing with these attempts.

Censorship: Managing the Controversy. Alexandria, VA: National School Boards Association, 1989. (ISBN: 0-88364-143-7)

Includes a wide variety of viewpoints on issues surrounding censorship in public schools. Gives policy examples for each issue that can be used as guidelines by school boards and administrators. Includes a list of helpful organizations which can supplement those listed in this publication.

"Dealing With Controversial Issues in the School Setting." *The Focus*. Madison: Wisconsin Association of School Boards, December 1987.

Provides a brief discussion of the need for school districts to address the place of controversial issues in the school. Gives sample policies related to materials selection, teaching about controversial issues, reconsideration of materials, and similar issues.

Downs, Robert B., and Ralph E. McCoy, eds. *The First Freedom Today; Critical Issues Relating to Censorship and the Intellectual Freedom*. Chicago: American Library Association, 1984. (ISBN: 0-8389-0412-2)

An anthology of articles, many giving historical and legal perspectives, dealing with first amendment rights. Several chapters deal with school issues, including materials selection for school libraries.

"The Freedom to Read." American Library Association and the Association of American Book Publishers, 1991.

This statement, originally adopted in 1953 and revised in 1972 and 1991, declares the necessity for the free flow of ideas to a democratic society and further recognizes the continuing efforts to restrict that flow. Delineates the responsibility of book publishers and librarians and actions they must take to ensure the availability of all ideas to all persons.

Hopkins, Dianne McAfee. "Factors Influencing the Outcome of Library Media Center Challenges at the Secondary Level." *School Library Media Quarterly*, Summer 1990, pp. 229-244.

Examines challenges to materials in Wisconsin's middle, junior, and senior high school library media centers, reports general findings, and presents a brief discussion of factors influencing the outcome of challenges.

Jenkinson, Edward B. *The Schoolbook Protest Movement: 40 Questions and Answers*. Phi Delta Kappa Educational Foundation, 1986. (ISBN: 0-87367-432-4)

Defines and describes the "schoolbook protest movement." Poses and answers 40 of the most commonly asked questions about attempts to have materials and books removed from the public schools, including strategies and answers for dealing with challenges. Also includes model selection policies and bibliography.

Kemp, Betty, ed. *School Library and Media Acquisitions Policies and Procedures*. 2d ed. Phoenix, AZ: Oryx, 1987. (ISBN: 0-89774-160-9)

Compiles school district policies and procedures that deal with all aspects of selection, acquisition, processing, and reconsideration. Includes sample forms, bibliographies, and intellectual freedom statements.

National Council of Teachers of English. *The Students' Right to Read*. Urbana, IL: 1982.

Contains two strong policy statements which outline professional and community rights in a democratic society. Discusses the nature and impact of censorship attempts concerning curriculum. A second section, "A Program of Action," involves the professional selection of books for the language arts and English curriculum and briefly reviews defense of a questioned book. This 15-page pamphlet is designed to be reprinted as is, with credit to the NCTE.

Ochoa, Anna S., ed. *Academic Freedom to Teach and to Learn*. Washington, DC: National Education Association, 1990.

Describes academic freedom, its significance for democracy, the scope of attacks, review of court decisions, selected case studies, and specific suggestions for handling challenges.

Price, Janet, Alan Levin, and Eve Cary. *The Rights of Students. The Basic ACLU Guide to a Student's Rights*. 3rd ed. Carbondale, IL: Southern Illinois University Press, 1988.

Describes academic freedom, its significance for democracy, the scope of attacks, review of court decisions, selected case studies, and specific suggestions for handling challenges.

Reichman, Henry. *Censorship and Selection; Issues and Answers for Schools*. Chicago: American Library Association and Arlington, VA: American Association of School Administrators, 1988. (ISBN: 0-8389-3350-5 or 0-87652-129-4)

Discusses the nature of censorship in schools, arenas of conflict, including the library media center, subjects often challenged, guidelines for writing selection policies, and steps to take when challenges occur.

Standard (h)

121.02(1), Wis. Stats. The school board shall

(h) Provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.

Administrative Rules

The Department of Public Instruction administrative rules relating to this standard require the following.

PI 8.01(2)(h), Wis Adm. Code. Library media services. Each school district board shall:

1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.

2. Designate a licensed library media person to direct and coordinate the district's library media program.

3. Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel.

Pupil Nondiscrimination

118.13, Wis. Stats. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(2) (a) Each school board shall develop written policies and procedures to implement this section and submit them to the state superintendent as part of its 1986 annual report under s. 120.18. The policies and procedures shall provide for receiving and investigating complaints by residents of the school district regarding possible violations of this section, for making determinations as to whether this section has been violated and for ensuring compliance with this section.

(b) Any person who receives a negative determination under par. (a) may appeal the determination to the state superintendent.

(3) (a) The state superintendent shall:

1. Decide appeals made to him or her under sub. (2)(b). Decisions of the state superintendent under this subdivision are subject to judicial review under ch. 227.

2. Promulgate rules necessary to implement and administer this section.

3. Include in the department's biennial report under s. 15.04(1)(d) information on the status of school district complaints with this section and school district progress toward providing reasonable equality of educational opportunity for all pupils in this state.

(b) The state superintendent shall:

1. Periodically review school district programs, activities and services to determine whether the school boards are complying with this section by providing information and technical assistance upon request.

Administrative Rules

The Education Committee of the Wisconsin State Assembly has approved Chapter PI 9, Wisconsin Administrative Code, which implements Section 118.13 of the Wisconsin Statutes. Section 118.13 prohibits pupil discrimination and is intended to insure equal treatment for all students.

PI 9 specifies the areas in which a school board must have policies and procedures to avoid discrimination. The policies must address library media, instructional, counseling, and testing materials; admissions procedures; discipline, facilities; athletics; and food service. The relevant portion of PI 9 is given below.

PI 9.03, Wis. Admin. Code. Policies

(1) Each board shall develop policies prohibiting discrimination against pupils. The policies shall include the following areas:

. . . . (e) an instructional and library media materials selection policy consistent with s. 121.02(1) (h), Stats., and s. PI 8.01(2)(h).

Appendix C: Intellectual Freedom Statements 5

American Library Association: Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

The ALA Library Bill of Rights was adopted June 18, 1948. It was amended February 2, 1961, June 27, 1967, and January 23, 1980, by the ALA Council.

Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

This interpretation of the Library Bill of Rights regarding access to resources and services was adopted July 2, 1986, and amended January 10, 1990, by the ALA Council.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and

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maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.

While English is by history and tradition the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in a specific format, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by the persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Restricted Access to Library Materials: An Interpretation of the Library Bill of Rights

Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights.

This interpretation of the Library Bill of Rights regarding restricted access to library materials was adopted February 2, 1973, and amended July 1, 1981, and July 3, 1991, by the ALA Council.

Historically, attempts have been made to limit access by relegating materials into segregated collections. These attempts are in violation of established policy. Such collections are often referred to by a variety of names, including "closed shelf," "locked case," "adults only," "restricted shelf," or "high demand." Access to some materials also may require a monetary fee or financial deposit. In any situation which restricts access to certain materials, a barrier is placed between the patron and those materials. That barrier may be age related, linguistic, economic, or psychological in nature.

Because materials placed in restricted collections often deal with controversial, unusual, or "sensitive" subjects, having to ask a librarian or circulation clerk for them may be embarrassing or inhibiting for patrons desiring the materials. Needing to ask for materials may pose a language barrier or a staff service barrier. Because restricted collections often are composed of materials which some library patrons consider "objectionable," the potential user may be predisposed to think of the materials as "objectionable" and, therefore, are reluctant to ask for them.

Barriers between the materials and the patron which are psychological, or are affected by language skills, are nonetheless limitations on access to information. Even when a title is listed in the catalog with a reference to its restricted status, a barrier is placed between the patron and the publication. (See also "Statement on Labeling.")

There may be, however, countervailing factors to establish policies to protect library materials—specifically, for reasons of physical preservation including protection from theft or mutilation. Any such policies must be carefully formulated and administered with extreme attention to the principles of intellectual freedom. This caution is also in keeping with ALA policies, such as "Evaluating Library Collections," "Free Access to Libraries for Minors," and the "Preservation Policy."

Finally, in keeping with the "Joint Statement on Access" of the American Library Association and Society of American Archivists, restrictions that result from donor agreements or contracts for special collections materials must be similarly circumscribed. Permanent exclusions are not acceptable. The overriding impetus must be to work for free and unfettered access to all documentary heritage.

Expurgation of Library Materials: An Interpretation of the Library Bill of Rights

Expurgating library materials is a violation of the Library Bill of Rights. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources by the library, its agent, or its parent institution (if any). By such expurgation, the library is in effect denying access to the complete work and the entire spectrum of ideas that the work intended to express. Such action stands in violation of Articles 1, 2, and 3 of the Library Bill of Rights, which state that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," that "Materials should not be proscribed or removed because of partisan or doctrinal disapproval," and that "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment."

This interpretation of the Library Bill of Rights regarding expurgation of library materials was adopted February 2, 1973, amended July 1, 1981, and amended January 10, 1990, by the ALA Council.

The act of expurgation has serious implications. It involves a determination that it is necessary to restrict access to the complete work. This is censorship. When a work is expurgated, under the assumption that certain portions of that work would be harmful to minors, the situation is no less serious.

Expurgation of any books or other library resources imposes a restric-

tion, without regard to the rights and desires of all library users, by limiting access to ideas and information.

Further, expurgation without written permission from the holder of the copyright on the material may violate the copyright provisions of the United States Code.

Access for Children and Young People to Videotapes and Other Nonprint Formats: An Interpretation of the Library Bill of Rights

Library collections of videotapes, motion pictures, and other nonprint formats raise a number of intellectual freedom issues, especially regarding minors.

The interests of young people, like those of adults, are not limited by subject, theme, or level of sophistication. Librarians have a responsibility to ensure young people have access to materials and services that reflect diversity sufficient to meet their needs. To guide librarians and others in resolving these issues, the American Library Association provides the following guidelines.

This interpretation of the Library Bill of Rights regarding access for children to nonprint formats was adopted June 28, 1989, by the ALA Council; the quotation from "Free Access to Libraries for Minors" was changed after Council adopted the July 3, 1991, revision of that interpretation.

Article V of the Library Bill of Rights says, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." ALA's "Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights" states:

> The "right to use a library" includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, or legal emancipation of users violates Article V.
>
> . . .[P]arents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents or legal guardians who do not want their children to have access to certain library services, materials or facilities, should so advise their children. Librarians and governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies have a public and professional obligation to provide equal access to all library resources for all library users.

Policies which set minimum age limits for access to videotapes and/or other audiovisual materials and equipment, with or without parental permission, abridge library use for minors. Further, age limits based on the cost of the materials are unacceptable. Unless directly and specifically prohibited by law from circulating certain motion pictures and video productions to minors, librarians should apply the same standards to circulation of these materials as are applied to books and other materials.

Recognizing that libraries cannot act in loco parentis, ALA acknowledges and supports the exercise by parents of their responsibility to guide their own children's reading and viewing. Published reviews of films and videotapes and/or reference works which provide informa-

tion about the content, subject matter, and recommended audiences can be made available in conjunction with nonprint collections to assist parents in guiding their children without implicating the library in censorship. This material may include information provided by video producers and distributors, promotional material on videotape packaging, and Motion Picture Association of America (MPAA) ratings if they are included on the tape or in the packaging by the original publisher and/or if they appear in review sources or reference works included in the library's collection. Marking out or removing ratings information from videotape packages constitutes expurgation or censorship.

MPAA and other rating services are private advisory codes and have no legal standing.* For the library to add such ratings to the materials if they are not already there, to post a list of such ratings with a collection, or to attempt to enforce such ratings through circulation policies or other procedures constitutes labeling, "an attempt to prejudice attitudes" about the material, and is unacceptable. The application of locally generated ratings schemes intended to provide content warnings to library users is also inconsistent with the Library Bill of Rights.

*For information on case law, please contact the ALA Office for Intellectual Freedom.

See also: Statement on Labeling (below) and Expurgation of Library Materials (page 23), interpretations of the Library Bill of Rights.

Statement on Labeling: An Interpretation of the Library Bill of Rights

Labeling is the practice of describing or designating materials by affixing a prejudicial label and/or segregating them by a prejudicial system. The American Library Association opposes these means of predisposing people's attitudes toward library materials for the following reasons:

1. Labeling is an attempt to prejudice attitudes and as such, it is a censor's tool.

2. Some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable. However, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association opposes the establishment of such criteria.

3. Libraries do not advocate the ideas found in their collections. The presence of books and other resources in a library does not indicate endorsement of their contents by the library.

A variety of private organizations promulgate rating systems and/or review materials as a means of advising either their members or the general public concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, or other materials. For the library to adopt or enforce any of these private systems, to attach such ratings to library materials, to include them in bibliographic records, library catalogs, or other finding aids, or otherwise to endorse them would violate the Library Bill of Rights.

The interpretation of the Library Bill of Rights regarding labeling was adopted July 13, 1951, and amended June 25, 1971, July 1, 1981, and June 26, 1990, by the ALA Council.

While some attempts have been made to adopt these systems into law, the constitutionality of such measures is extremely questionable. If such legislation is passed which applies within a library's jurisdiction, the library should seek competent legal advice concerning its applicability to library operations.

Publishers, industry groups, and other distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or obliterating such ratings—if placed there by or with permission of the copyright holder—could constitute expurgation, which is also unacceptable.

The American Library Association opposes efforts which aim at closing any path to knowledge. This statement, however, does not exclude the adoption of organizational schemes designed as directional aids or to facilitate access to materials.

Policy Concerning Confidentiality of Personally Identifiable Information about Library Users

The ethical responsibilities of librarians, as well as statutes in most states and the District of Columbia, protect the privacy of library users. Confidentiality extends to "information sought or received, and materials consulted, borrowed or acquired," and includes database search records, reference interviews, circulation records, interlibrary loan records and other personally identifiable uses of library materials, facilities, or services.

The First Amendment's guarantee of freedom of speech and of the press requires that the corresponding rights to hear what is spoken and read what is written be preserved, free from fear of government intrusion, intimidation, or reprisal. The American Library Association reaffirms its apposition to "any use of government prerogatives which lead to the intimidation of the individual or the citizenry from the exercise of free expression . . . (and) encourages resistance to such abuse of government power . . . ." (ALA Policy 53.4). In seeking access or in the pursuit of information, confidentiality is the primary means of providing the privacy that will free the individual from fear of intimidation or retaliation.

The policy concerning confidentiality of personally identifiable information about library users was adopted July 2, 1991, by the ALA Council.

Libraries are one of the great bulwarks of democracy. They are living embodiments of the First Amendment because their collections include voices of dissent as well as assent. Libraries are impartial resources providing information on all points of view, available to all persons regardless of age, race, religion, national origin, social or political views, economic status, or any other characteristic. The role of libraries as such a resource must not be compromised by an erosion of the privacy rights of library users.

The American Library Association regularly receives reports of visits by agents of federal, state, and local law enforcement agencies to libraries, where it is alleged they have asked for personally identifiable information about library users. These visits, whether under the rubric of simply informing libraries of agency concerns or for some other reason, reflect an insensitivity to the legal and ethical bases for confi-

dentiality, and the role it plays in the preservation of First Amendment rights, rights also extended to foreign nationals while in the United States. The government's interest in library use reflects a dangerous and fallacious equation of what a person reads with what that person believes or how that person is likely to behave. Such a presumption can and does threaten the freedom of access to information. It also is a threat to a crucial aspect of First Amendment rights: that freedom of speech and of the press include the freedom to hold, disseminate and receive unpopular, minority, "extreme," or even "dangerous" ideas.

The American Library Association recognizes that, under limited circumstances, access to certain information might be restricted due to a legitimate "national security" concern. However, there has been no showing of a plausible probability that national security will be compromised by any use made of unclassified information available in libraries. Thus, the right of access to this information by individuals, including foreign nationals, must be recognized as part of the librarian's legal and ethical responsibility to protect the confidentiality of the library user.

The American Library Association also recognizes that law enforcement agencies and officers may occasionally believe that library records contain information which would be helpful to the investigation of criminal activity. If there is a reasonable basis to believe such records are necessary to the progress of an investigation or prosecution, the American judicial system provides the mechanism for seeking release of such confidential records: the issuance of a court order, following a showing of good cause based on specific facts, by a court of competent jurisdiction.

International Reading Association Statement on Censorship

The International Reading Association supports freedom of speech, thought and inquiry as guaranteed in the First Amendment of the Constitution of the United States. Censorship infringes upon that freedom by denying individuals the right to select what they read and by limiting access to alternative points of view. Free inquiry is necessary to a democratic society.

This statement on censorship was adopted by IRA Board of Directors at the Winter Board Meeting, January, 1985.

In the spirit of freedom, members of the International Reading Association are committed to advancing reading comprehension and literacy at all ages and stages. Reading comprehension must go beyond literal understanding, to interpretation and evaluation of what is read. The First Amendment makes this critical perspective possible by permitting the publication of materials which represent diverse points of view. Helping students to develop this critical perspective, however, requires an enlightened educational program, with curricula that provide for:

1. freedom to choose from a rich choice of classroom and library materials dealing objectively with many facets of a diverse society;
2. freedom to discuss issues identified by such reading; and
3. freedom to defend collective and individual positions against challenges from groups and individuals with different points of view.

IRA supports the rights of parents to monitor the materials that their children are required to read, and IRA believes that no student should be forced to read material which he or she finds morally offensive. IRA further believes, however, that formal channels should be established for handling criticisms of school materials, and that parents and others should use these channels when filing a complaint.

Many communities and institutions have found that the best defense against censorship, comes from developing procedures for dealing with challenges before challenges actually occur. The use of standard procedures for text selection is essential for answering challenges of materials and for maintaining the right of students to select what they read. Such standard procedures should set forth policies for book selection in academic libraries and classrooms.

The determination of normal procedures for text selection should include development of the following:

1. There should be policies for the selection of printed materials. These policies should be developed with input from community groups, including teachers, students, parents and civic leaders. Policies must be written and approved by appropriate governing bodies (board of directors, trustees, etc.).

2. There should be written guidelines for identifying and handling complaints.

3. There should be a system for openly communicating with civic, religious, educational and political bodies in the community.

4. There should be systematic methods for disseminating positive information about intellectual freedom through newspapers, radio and television.

Members of the International Reading Association must determine whether guidelines and procedures for selecting materials and answering challenges exist in their agencies and schools. If such guidelines do not exist, members should push for their adoption. These guidelines and procedures allow the school system to respond in a careful, considered manner to challenges against materials used in the schools. This can provide insurance against incidents which may inflame a community and endanger academic freedom.

National Council of Teachers of English: Censorship Distinguished from Professional Guidelines

Examples of Censorship	Examples of Professional Guidelines
• Excludes specific materials or methods **Example:** Eliminate books with unhappy endings.	• Include specific materials or methods **Example:** Include some books with unhappy endings to give a varied view of life.
• Is essentially negative **Example:** Review your classroom library and eliminate books that include stereotypes.	• Are essentially affirmative **Example:** Review your classroom library. If necessary, add books that portray groups in nonstereotypical ways.
• Intends to control **Example:** Do not accept policeman. Insists that students say and write police officer.	• Intend to advise **Example:** Encourage such nonlimiting alternatives for policeman as police officer, officer of the law, or law enforcer.
• Seeks to indoctrinate, to limit access to ideas and information **Example:** Drug abuse is a menace to students. Eliminate all books that portray drug abuse.	• Seek to educate, to increase access to ideas and information **Example:** Include at appropriate grade levels books that will help students understand the personal and social consequences of drug abuse.
• Looks at parts of a work in isolation **Example:** Remove this book. The language contains profanity.	• See the relationship of parts to each other and to a work as a whole **Example:** Determine whether the profanity is integral to portrayal of character and development of theme in the book.

These guidelines were adopted by the NCTE Board of Directors, 1982.

Appendix D: Sources of Assistance 6

Any organizations which are selected for requests for assistance should be contacted as soon as possible. As with most problems of this nature, it is best to seek assistance as soon as the problem takes shape. Early involvement provides an opportunity to explore potential solutions and may eliminate the need to correct mistakes growing from emotional and time pressures the individual might face. The following resources are of three types: state agencies, state associations, and national associations.

Cooperative Children's Book Center (CCBC)

Purpose

The Cooperative Children's Book Center is a noncirculating examination, study, and research library where individuals and groups may examine, read, and evaluate books for children and young adults. The CCBC includes an almost-complete collection of the juvenile trade books published within the past two years, a core collection of older, significant titles, and a historical collection.

The CCBC was established in 1963 for adults with a professional, academic, or career interest in the study of teaching of children's and young adult literature. The CCBC is supported by the University of Wisconsin-Madison, especially by the School of Education, and by the Wisconsin Department of Public Instruction, especially by the Division for Library Services.

Specific Assistance Available

The CCBC is especially useful to persons in Wisconsin seeking a range of professional opinions of specific children's books through the CCBC's review files and professional periodicals collection. When the appropriateness of a specific children's or young adult trade book is questioned for school or public library collections, the CCBC staff can search for professional published reviews, provide an oral or written list of these sources, a general summary of reviewer's evaluations, or copies of the reviews themselves.

Recommended lists upon which the book appears (such as Children's Catalog), awards and/or distinctions given the book, other collections for which the book has been selected can also often be cited for books which are in question, although this information occasionally takes longer to provide. Availability of useful information often depends upon other factors such as the length of time since the book was published, the general nature of professional evaluations and reviews at the time when the book was initially published, or the professional response to the book beyond a certain locale or region. However, whenever this additional data can supplement basic review information, such information will be provided for whatever assistance it can offer relative to that title. Information about anything the author and/or illustrator may have written about the book can also supplement the

To Contact the CCBC:

Director
Cooperative Children's Book Center
4290 Helen C. White Hall
600 North Park Street
Madison, WI 53706
Phone: (608) 263-3721; 263-3720; 263-3930.
Fax: (608) 262-4933

other information just described if this type of background information would be useful. Sometimes information about the genre of the book under question may be useful. Information about the general curricular or age appropriateness about specific theme(s) or subject(s) of questioned books will be helpful.

When to Contact

The particular information described above should be sought from the CCBC as soon as a question arises within a school. Any conversations about a title in question become more fully informed discussion when such background information is at hand. Often a potential censorship problem has been handled to the satisfaction of all involved in just this way. The CCBC staff assists persons with such questions directed to the Center by phone and/or by mail. Inquiries should be as specific and accurate as possible regarding the complete book title, complete name of author, name of publisher, copyright date, the nature of the complaint or question, the specific information which will be the most useful, and the relative need for haste in response (within the hour, before the end of the day, or before the end of the week, etc.).

- Telephone queries of this nature can sometimes be answered while a caller holds the line if only review citations are needed.
- More detailed telephone information will be given by a return call later within the same day, or early the following day, if necessary.
- Letters concerning this type of query are answered as soon as all available information can be located and mailed within the following day. When the requested information is mailed, a notation will indicate the total amount to be reimbursed to the CCBC in stamps or cash for postage and photocopying of information. Reimbursement for postage and copies is requested because the CCBC has a limited budget. Staff time is provided at no charge. Reimbursement is not required.
- The CCBC will send requested material by overnight express mail if asked to do so; the cost of such delivery must be reimbursed.
- The CCBC can fax information to the library media specialist, teacher or administrator requesting it.

Whom to Contact

Ask for either the CCBC director or the CCBC intellectual freedom services coordinator. If neither person is available, give information about the book, the complaint and indicate the time(s) you can be reached by phone that day and the following school day. If you will be at a different school or phone number later in the day or week, be sure to specify this when leaving a message. If you cannot be phoned at school during the school day, leave a phone number and other times at which you can be reached. If they do not talk with you when you first call, either the CCBC director or the intellectual freedom coordinator will call you back at some point to make certain you are receiving the extent of information needed at this time.

Wisconsin Department of Public Instruction—Bureau for Instructional Media and Technology

Purpose

The purpose of the Bureau for Instructional Media and Technology is to maximize the effectiveness of library media programs in all elementary and secondary schools of Wisconsin.

Among the objectives of the bureau is the initiation of strategies for schools in dealing with intellectual freedom and assistance in the development of selection policies. Upon request, bureau staff is available to

- confer with school library media and administrative personnel in developing appropriate strategies to use in dealing with problems relating to complaints;
- provide sample selection policies;
- examine existing selection policies and make recommendations for revision;
- provide names and address of other agencies which may be helpful.

When to Contact

The bureau should be contacted at the time services are needed. Since the bureau staff is small, whenever possible, library media specialists should plan to allow as much time as possible for a response (for example, reviewing selection policies). Censorship inquiries needing more immediate attention will be given priority.

To Contact DPI/BIMT:

Director, Bureau for Instructional Media and Technology
125 South Webster Street
P.O. Box 7841
Madison, WI 53707
(608) 266-1965
Fax: (608) 267-1052

Wisconsin Department of Public Instruction—Bureau for School Improvement, Program Development Section

In addition to the Bureau for Instructional Media and Technology, teachers, library media specialists and administrators may wish to contact specific subject area consultants. The Section for Program Development includes consultants for all major content areas. Contact these consultants as soon as you have an expression of concern or complaint which focuses on a specific curriculum area.

To Contact DPI/BSI:

Chief, Program Development Section
125 South Webster Street
P.O. Box 7841
Madison, WI 53707
(608) 266-2364
Fax: (608) 267-1052

Intellectual Freedom Committee—Wisconsin Library Association (IFC/WLA)

Purpose

The general purpose of the Wisconsin Library Association Intellectual Freedom Committee is to

- stimulate understanding on the part of librarians and the general public of the concept of intellectual freedom and the problem of censorship.
- act as a liaison between libraries and the general public, including legislators, making known to the press and other media the Association's position in specific situations.
- alert librarians to new publications in the field of intellectual freedom and help librarians to become better informed.
- refer librarians threatened with loss of position because of a censor-

To Contact IFC/WLA:

Executive Director
Wisconsin Library Association
4785 Hayes Road
Madison, WI 53704
(608) 242-2040
Fax: (608) 242-2050

ship issue in their libraries to the American Civil Liberties Union (ACLU) and other organizations as a means of obtaining legal support. Support the American Library Association's (ALA) Office for Intellectual Freedom in its efforts to provide financial support for librarians when fired because of a censorship issue and interpret to Wisconsin librarians developments that take place toward provision of a support fund and the conditions of eligibility for Wisconsin librarians to draw on it.

- carry out such recommendations of the ALA Intellectual Freedom Committee as shall be applicable to furthering intellectual freedom in Wisconsin, with regard to libraries, librarians, and the general public.
- work within the framework of the ALA Office for Intellectual Freedom in planning and implementing state intellectual freedom activities.

Specific Assistance Available

There is no cost to the school library media specialist for IFC assistance. Specific assistance includes reference materials, forms to use in case of a complaint, a copy of the IFC handbook to use as a guide; visitations to the community by members of the committee to help present the intellectual freedom position; phone conferences; referrals to others in the state with intellectual freedom expertise; and referrals to the ALA Office for Intellectual Freedom for additional advice and consultation.

Wisconsin Education Association Council (WEAC)

Purpose

The general purpose of the Wisconsin Education Association Council is to assist local affiliates and their members in the improvement of their economic and professional welfare, and in the promotion of instructional improvement.

To Contact WEAC:

Executive Secretary
33 Nob Hill Drive
Madison, WI 53713
(608) 276-7711
Fax: (608) 276-8203

Specific Assistance Available

The school library media specialist, as any other member of the WEAC, has available the counsel of his or her local affiliate, the UniServ director, and the WEAC regional coordinator. The latter two may have had experience in dealing with similar problems in a different location. WEAC and the National Education Association may have precise information and materials to assist with the problem.

If required, a library media specialist would have the opportunity to present the problem to WEAC's legal division through his or her UniServ unit director, or to an appropriate committee or commission of the state or national organization.

Wisconsin Educational Media Association (WEMA)

Purpose

The Wisconsin Educational Media Association is a professional association dedicated to the improvement of teaching and learning through the development and effective utilization of all forms of media and technology. The association promotes the concepts of intellectual freedom for all students and encourages all school districts to develop sound selection policies covering all types of media and information resources.

To Contact WEMA:

Nels Aakre
Logan High School
1500 Ranger Drive
LaCrosse, WI 54603
(608) 789-7700

As a state affiliate of the American Association of School Librarians (AASL), and the Association for Educational Communications and Technology (AECT), WEMA endorses their intellectual freedom documents and supports their activities and programs related to opposing censorship. WEMA is a member of the Wisconsin Intellectual Freedom Coalition and frequently presents programs on developing selection policies and improving selection procedures at its conferences. WEMA has taken an active role in opposing obscenity legislation and in assuring exemptions for libraries in those laws that have been passed.

Specific Assistance Available

WEMA will help any library media specialist who encounters censorship problems locate appropriate help within the state or at the national level. Referral to other librarians with experience in dealing with censorship issues and to other agencies is often possible. On the advice of the Executive Committee, the association may make public statements and communicate with the parties involved.

Whom to Contact

The primary contact should be the president, but any officer of the association may serve as an initial contact.

Wisconsin Federation of Teachers (WFT)

Purpose

The general purpose of the Wisconsin Federation of Teachers is to represent educational workers and education-related workers in their relations with employers; to provide service in improving professional status and legal services that may be necessary to clarify the capacities of teachers as employees and as professionals in relationships with students and with the community. The association represents teachers on school board issues or in any situation that would affect the image of the teacher.

Specific Assistance Available

The type of assistance available would depend upon the particular problem. The association would represent members who are involved in existing censorship problems, including those that reach the point of litigation. Through the educational policy and research committee, WFT would be willing to provide input to assist instructors in formulating censorship policies. Information on policies in other school districts, both within the state and around the country, is also available.

Whom to Contact

Leaders in teacher organizations at the local level should be the first to be made aware of a censorship problem. If the problem has not been resolved in a reasonable time, or if it is necessary for the superintendent or school board to be involved, then a WFT attorney or staff member should meet with the superintendent or with the board to clarify the law.

The point at which the federation would provide counsel would depend on the situation. The lead would come from the teacher or principal or superintendent. The local chapter would request help from the central office.

To Contact WFT:

Executive Director
2021 Atwood Avenue
Madison, WI 53704
(608) 244-6877
Fax: (608) 244-5494

Wisconsin Intellectual Freedom Coalition (WIFC)

Purpose

The general purpose of the Wisconsin Intellectual Freedom Coalition, through work with organizations, is to educate fellow professionals, parents, students, and all citizens about intellectual freedom in a spirit of cooperation.

The coalition is designed to

- promote the free access to information: printed, spoken, and audiovisual, which is guaranteed by the first amendment to the U.S. Constitution;
- act as a liaison among groups in Wisconsin who support the freedom of information;
- monitor legislation that will safeguard intellectual freedom;
- sponsor activities promoting intellectual freedom;
- help those who are confronted with censorship problems.

To Contact WIFC:

President, WIFC
P.O. Box 8003
Madison, WI 53713

Specific Assistance Available

The specific assistance that is available includes reference materials such as the WIFC publication, "Intellectual Freedom: Guidelines to Help Protect the Free Access to Information." Further assistance includes a WIFC investigation of complaints on written or audiovisual materials, or an investigation of a live presentation. Since WIFC is a coalition, it can easily put people in touch with specific member organizations which can provide further help.

American Civil Liberties Union Foundation (ACLU)

Purpose

The general purpose or goal of the American Civil Liberties Union is to take whatever action is necessary to protect and preserve the Bill of Rights to the Constitution. Central to the foundation's concern is protection of freedom of expression and due process of law, both of which are essential elements in the censorship situation.

Specific Assistance Available

The American Civil Liberties Union would consider court representation of the individual facing a censorship challenge or facing pressure for making decisions including or excluding materials from the school. The ACLU also assists with advice on how to handle the practical politics that surround attempts to have materials excluded from the public schools. ACLU has sent representatives of its chapters to testify before school boards considering policies that would unduly restrict First Amendment freedoms for librarians and teachers. ACLU will review policies which are applied to decisions on curriculum or library media materials. The foundation has a strong commitment to advocating protection of First Amendment rights in such controversies. There is no cost to the requester for services from this organization. If litigation is approved, the attorney donates his or her time as a volunteer and costs are paid by a small foundation.

To Contact the ACLU:

American Civil Liberties Union
of Wisconsin
207 East Buffalo Street
Suite 325
Milwaukee, WI 53202
(414) 272-4032

American Library Association—Office for Intellectual Freedom (OIF)

The American Library Association has three youth services divisions and an office for intellectual freedom. Although all four are listed here, the Office for Intellectual Freedom is most equipped to help with intellectual freedom issues.

Purpose

The office's purpose is three-fold:

- to educate librarians and the general public regarding the importance of the concept of intellectual freedom as embodied in the Library Bill of Rights;
- to make publicly visible ALA's concern with issues involving intellectual freedom and censorship;
- to assist librarians through a wide variety of mechanisms to resist censorship pressures brought to bear on their libraries.

Specific Assistance Available

The OIF makes available

- practical advice on censorship and intellectual freedom issues. This advice offered may assist the librarian in implementing a program of censorship prevention. It includes the development of a materials selection statement and procedures for handling complaints. In addition, the OIF can assist with the preparation of position papers, letters to the editor, and so forth, either from the librarian's point of view or from the ALA's.
- educational materials on the First Amendment and censorship. These include the *Intellectual Freedom Manual*, published by ALA; the *Newsletter on Intellectual Freedom*, a bimonthly update of intellectual freedom activities around the nation. Many other publications address specific censorship topics. OIF staff members are also available to speak at or participate in meetings or workshops whose subjects relate to the work of the OIF. If a staff member of OIF is requested to speak at a meeting or conference, the hosting institution is asked to pay any expenses incurred.
- financial and legal assistance. Through the Freedom to Read Foundation and the LeRoy C. Merritt Humanitarian Fund, the OIF is able to offer financial and legal assistance to librarians involved in intellectual freedom conflicts.

To Contact the OIF:

Director or Associate Director
Office for Intellectual Freedom
American Library Association
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780, ext. 4222 or 4224
(800) 545-2433, ext. 4222 or 4224
Fax: (312) 440-9374

American Association of School Librarians (AASL)

Purpose

The American Association of School Librarians is interested in the general improvement and extension of library media services for children and young people. AASL has specific responsibility for: planning a program of study and service for the improvement and extension of library media services in elementary and secondary schools as a means of strengthening the educational program; evaluation, selection, interpretation, and utilization of media as it is used in the context of the school program; stimulation of continuous study and research in the library field and establishing criteria of evaluation.

To Contact the AASL:

Executive Director
American Association of School Librarians
American Library Association
50 East Huron Street
Chicago, IL 60611
(312) 944-6780, ext. 4385
(800) 545-2433, ext. 4385
Fax: (312) 664-7459

Specific Assistance Available

The Association will provide bibliographic information and written data providing a course of action for the library media specialist who is facing censorship problems in the selection and evaluation of instructional materials.

Association for Library Service to Children (ALSC)

Purpose

The Association for Library Service to Children is interested in the improvement and extension of library services to children in all types of libraries. It is responsible for the evaluation and selection of book and nonbook library materials and for the improvement of techniques of library services to children from preschool through eighth grade or junior high school age, when such materials or techniques are intended for use in more than one type of library.

Specific Assistance Available

The ALSC makes available

- materials which may help to avoid problems (ALA policies and position statements, the ALSC Intellectual Freedom Packet, the *Intellectual Freedom Handbook*, which suggests policies and procedures, bibliographies, etc.).
- information on specific materials being questioned (for example, ALSC may be able to provide information on lists on which materials appear, awards they have won, etc.).
- advice.
- support through letters, telephone calls and, if needed, through the Office for Intellectual Freedom's Freedom to Read Foundation, which finances court cases.

To Contact the ALSC:

Executive Director
Association for Library Service to Children
American Library Association
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780, ext. 2162
(800) 545-2433, ext. 2162

Young Adult Library Services Association (YALSA)

Purpose

The Young Adult Library Services Association is interested in the improvement and extension of services to young people in all types of libraries. YALSA has specific responsibility for the evaluation and selection of books and nonbook materials and the interpretation and use of materials for young adults, except when such materials are designated for only one type of library.

Specific Assistance Available

- YALSA provides materials to advise the librarian or library media specialist working with young adults of available services and support for resisting local pressure and community action and pressures designed to impair the rights of young adult users.
- YALSA would attempt to provide support for a particular book's acceptance in the young adult library community; answering questions like, "Has it appeared on any YALSA lists of outstanding books or has it been used or read successfully elsewhere?"

To Contact YALSA:

Executive Director
Young Adult Library Services Association
50 East Huron Street
Chicago, IL 60611
(312) 944-6780, ext. 4390
(800) 545-2433
Fax: (312) 664-7459